

Chapter Child Care Contact (CCCC) Orientation

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Topics

- American Academy of Pediatrics (AAP) Overview
- State Early Education and Child Care Supports
- Child Care Health Consultants (CCHC)
- Chapter Child Care Contacts (CCCC)
- Resources



AAP Overview

- 62,000 members
- 66 state and local chapters (59 US, 7 Canadian)
- 30 national committees
- 48 sections
- 6 councils
- Offices in Elk Grove Village, Illinois; and Washington, DC
- 380 staff

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AAP Mission

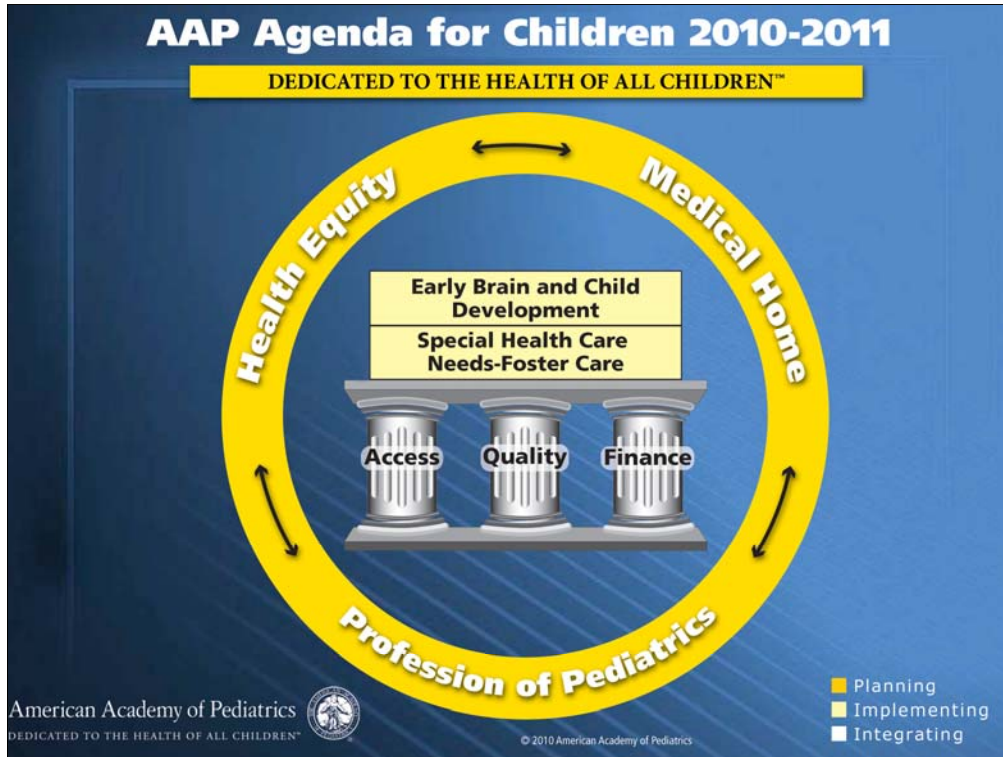
To attain optimal physical, mental, and social health and well-being for all infants, children, adolescents, and young adults.

To accomplish this mission, the Academy shall support the professional needs of its members.

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At any given time, the AAP is working on dozens of critical child health and member issues. The Board actively seeks out issues for the strategic plan that are national in scope and can make a significant, measurable, contribution to the mission of the AAP. Each of these issues has unique qualities, they vary with regard to the breadth and depth of response required, and they most often interact, or align, with one another. To capture the dynamics between and among issues, the Board established the “strategic framework”. This framework taken as a whole constitutes the *AAP Agenda For Children* for a given year:
<http://www.aap.org/mrg/Strategic%20Priorities%20&%20AAP%20Initiatives.pdf>

AAP Early Education and Child Care Initiatives

- Section on Early Education and Child Care (SOEECC)
- Healthy Child Care America (HCCA)/Child Care and Health Partnership (CCHP)
- Healthy Futures: Improving Health Outcomes for Young Children Project

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AAP SOEECC

- Sections were developed within the AAP for members who share a pediatric subspecialty, surgical specialty, special area of interest, or stage of life.
- The SOEECC strives to maximize the health, safety, and developmental potential of all children by promoting (1) quality child care within a nurturing environment and (2) a medical home that integrates early education and child care as a partner.

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More than half of the AAP membership belong to one or more Sections. Sections were developed within the AAP for members who share a pediatric subspecialty, surgical specialty, special area of interest, or stage of life. Sections cultivate ideas and develop programs within their subspecialty or special interest that improve the care of infants, children, adolescents, and young adults. Although their primary goal may be education of colleagues, Sections are also involved in policy development, public education, and advocacy for children.

SOEECC Goals

- Provide an AAP home for health care professionals involved in early education and child care
- Increase pediatrician interest and involvement in early education and child care issues
- Increase participation and effectiveness of pediatric health care professionals in their role in promoting quality early education and child care experiences for families and their community
- Advocate for access to quality early education and child care for all children

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SOEECC Membership

AAP Members

- All AAP members in good standing are eligible to join the section.

Affiliate Membership

- The section accepts affiliate members who are interested in the study or practice of early education and child care and who are interested in contributing toward the objectives of the section.

For more information of the SOEECC, visit
www.healthychildcare.org/SOEECC.html

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Approved affiliate membership categories include:

1. Licensed physicians not eligible for Fellowship in the Academy
2. Licensed or certified health professionals such as nursing professionals, physician assistants, and registered dieticians
3. Licensed mental health professionals such as counselors or social workers
4. Educators or researchers with a masters or doctoral degree and relevant experience

With the application for membership, an affiliate member candidate shall submit:

1. One letter from an AAP member who is a member of the Section on Early Education and Child Care or the Council on Community Pediatrics and has agreed to sponsor/mentor the applicant
2. Copy of their license or diploma

Healthy Child Care America

www.healthychildcare.org/

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A program of the American Academy of Pediatrics

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State Administrators
ECCS Coordinators

Early Education and Child Care Initiatives

SIDs & Safe Sleep

What's New!

- > New Web page provides tips for engaging in a health consultation relationship!
- > 2009 HCCA Survey Results
 - > HCCA List of Activities
- > Swine Flu (H1N1) Information
 - ***Guidance from the CDC

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CCCC Orientation

HCCA/CCHP

An AAP program funded by the Health Resources and Services Administration's Maternal and Child Health Bureau (MCHB) and the Administration for Children and Families' Child Care Bureau (CCB).

Goals

- To promote the healthy development and school readiness of children in early education and child care by strengthening partnerships between health and child care professionals.
- To provide information and support necessary to strengthen children's access to health services.

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Healthy Child Care America/Child Care and Health Partnership is a product of a shared vision between the Health Resources and Services Administration's Maternal and Child Health Bureau (MCHB) and the Administration for Children and Families' Child Care Bureau (CCB).

The Healthy Child Care America program is a collaborative effort of health professionals, child care providers, and families working to improve the health and safety of children in child care. Launched in 1995, the HCCA seeks to maximize the health, safety, well-being, and developmental potential of all children so that each child experiences quality child care within a nurturing environment and has a medical home.

Coordinated by the American Academy of Pediatrics (AAP), the program also strives to increase pediatrician participation and effectiveness in providing high-quality child care and promoting children's health and well-being.

HCCA/CCHP Goals (continued)

- To promote the cognitive, social and physical development of children in early education and child care.
- To provide technical assistance regarding health and safety for health professionals and the early childhood community.
- To enhance the quality of early education and child care with health and safety resources.
- To support the needs of health professionals interested in promoting healthy and safe early education and child care programs.

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CCCC Orientation

Child Care Health Partners

National Resource Center for the Health and Safety in
Child Care and Early Education (NRC)

- Helps strengthen quality initiatives:
 - Caring for Our Children: National Health & Safety Standards – foundation for best practices
 - Searchable site of state/territory licensing regulations (ex. search for language regarding CCHCs)
 - Parent tool- www.healthykids.us
 - Toolkit to evaluate & enhance health & safety content in Early Learning Guidelines
 - Communicate and share information through ECCS and NRC listserv
- Web site: <http://nrc.uchsc.edu>

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The National Resource Center for the Health and Safety in Child Care and Early Education (NRC) works in partnership with the AAP to promote the health and safety of children in out-of-home child care settings through the production and dissemination of publications such as 1) *Caring for our Children, Second Edition*, 2) *Stepping Stones*, and 3) *Healthy Kids, Health Care* (a Web site booklet for parents of children in child care).

Caring for Our Children: National Health and Safety Performance Standards Guidelines for Out-of-Home Child Care Programs, 2nd Ed. guidelines were developed through the collaborative efforts of the NRC, the AAP, American Public Health Association, and the Maternal and Child Health Bureau. This publication lists over 700 health and safety practices in the areas of:

- Staffing
- Program Activities (Child Development)
- Health Promotion and Protection
- Nutrition
- Facilities, Supplies, Equipment, and Transportation
- Infectious Disease
- Children Eligible for Services Under IDEA
- Administration

The entire text of *Caring for our Children* and the other publications listed above are available on the NRC Web site. The NRC Web site also includes standards-based resources on health consultation, caregiver health, children with special needs, emergency/disaster preparedness, medication administration, SIDS risk reduction, transporting children, the medical home, and inclusion/exclusion. The Web site features all state child care regulations, contacts for regulatory (licensing) agencies, and online tools to compare state regulations with national health and safety guidelines recommended by the AAP. NRC is located at the University of Colorado in Denver, Colorado, and is funded by the Maternal and Child Health Bureau, US Department of Health and Human Services, HRSA.

We strongly encourage you to visit the NRC Web site for resources for health consultants.

Child Care Health Partners

National Training Institute for Child Care Health Consultants (NTI)

- Supports the health and safety of young children in child care settings through the development of a national child care health consultant training program
- Trains state and regional-level public health and early childhood education professionals to coordinate and train child care health consultants in their community who ultimately serve out-of-home child care programs
- If interested in becoming a child care health consultant trainer, please visit NTI's Web site: <http://nti.unc.edu>

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Child Care Technical Assistance Network (CCTAN)

- CCTAN provides training and technical assistance to states, territories, tribes, and local communities
- Assesses Child Care and Development Fund (CCDF) grantee needs
 - Identify innovations in child care administration
 - Promote the dissemination and replication of solutions and challenges
- Helps states, territories, tribes and local communities build integrated child care systems that enable parents to work and promote the health and development of children

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The Child Care Bureau (CCB) is dedicated to enhancing the quality, affordability, and availability of child care for all families. CCB administers Federal funds to States, territories, and tribes to assist low-income families in accessing quality child care for children when the parents work or participate in education or training.

CCCC Orientation

CCTAN

- **Afterschool Investments Project**
- **Center on Social and Emotional Foundations for Early Learning**
- **Child Care Aware**
- **Child Care and Early Education Research Connections**
- **Child Care Information Systems Technical Assistance Project**
- **Communications Management Center**
- **National Infant and Toddler Child Care Initiatives**
- **National Child Care Information Center**
- **Tribal Child Care Technical Assistance Center**

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CCB has contracted with the following partners to promote their mission:

Afterschool Investments

The Afterschool Investments project provides technical assistance to support program development and administration on issues related to afterschool initiatives. The project produces and disseminates information, tools, and materials for supporting and sustaining programs and creating successful partnerships between CCDF grantees and the many other public and private sector partners responsible for improving after-school opportunities in the States. The contractors are The Finance Project in partnership with the National Governors Association.

Center on the Social and Emotional Foundations for Early Learning

This five-year project will support a national center to help Head Start and Child Care programs identify and implement practices with demonstrated effectiveness in promoting children's social and emotional competence. The Center on the Social and Emotional Foundations for Early Learning is a collaborative initiative of the Child Care and Head Start Bureaus. The goals of the Center are designed to strengthen the capacity of Child Care and Head Start to improve the social and emotional outcomes for young children. The University of Illinois will partner with a consortium of universities and early childhood organizations including the University of Colorado at Denver, the University of South Florida, the University of Connecticut, Tennessee Voices for Children, and Education Development Center to carry out the goals and activities of the Center.

Child Care and Early Education Research Connections

The Child Care and Early Education Research Connections (Research Connections) is a web-based, interactive database of research documents and public use data sets for conducting secondary analyses on topics related to early care and education. This project was launched in 2004 through a cooperative agreement with the National Center for Children in Poverty (NCCP) at Columbia University and the Inter-University Consortium for Political and Social Research (ICPSR) at the University of Michigan. Research Connections conducts literature reviews; develops and disseminates materials designed to improve child care policy research; provides technical assistance to researchers and policy makers; conducts data analysis workshops; synthesizes findings into policy research briefs; and provides support to the Child Care Policy Research Consortium.

Child Care Aware

The National Association of Child Care Resource and Referral Agencies (NACCRRA), through a cooperative agreement with the CCB, receives funding to operate Child Care Aware—a national toll-free child care consumer telephone hotline and Web-site. The mission of Child Care Aware is to ensure that families have access to accurate, useful information about finding child care. Through Child Care Aware, families are linked to their local, community-based child care resource and referral program, and consumer education materials.

Child Care Information Systems Technical Assistance Project

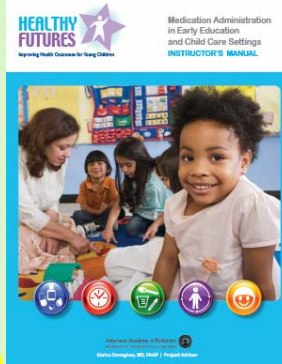
The Child Care Information Systems Technical Assistance Project (CCISTAP) supports state, territory, and tribal grantees, and the Central and Regional Office Federal staff in collecting, managing, analyzing, and reporting child care data. CCISTAP support falls into four major categories: systems development, CCB web support, statistical analysis and report generation, and provision of technical assistance (TA). The primary focus of technical assistance, provided to CCDF grantees through the Child Care Automation Resource Center (CCARC), is on building the capacity of information systems at the local level to improve the quality of administrative data. TA is provided through a toll-free help line, software utilities for data providers, delivery of training at Regional and National conferences, and customized on-site technical assistance.

Communications Management Center

The Communications Management Center (CMC) coordinates and supports national and regional child care conferences for State, Territorial and Tribal Administrators. The Center supports national leadership forums on critical child care issues, such as Child Care for Infants and Toddlers and Child Care Issues in the Hispanic Community; the annual CCB State Administrators meeting; and regional conferences throughout the country in every ACF Region.

Healthy Futures: Improving Health Outcomes for Young Children Project

Medication Administration in Child Care Curriculum



Extracted the best information from existing presentations, consolidated and made a national program that can be customized by state

Optimal instructors include: Child Care Health Consultants, pediatricians, and other licensed health care professionals with experience in child care settings

The second phase of the project is the development of a curriculum on infectious disease in child care. The curriculum is in the beginning stages of development with an anticipated release date of October 2010.

www.healthychildcare.org/HealthyFutures.html

www.healthychildcare.org

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The *Healthy Futures: Improving Health Outcomes for Young Children, Medication Administration Curriculum* has been made available by the American Academy of Pediatrics (AAP) Early Education and Child Care Initiatives. Optimal instructors for this course include Child Care Health Consultants, pediatricians, or other licensed health care professionals with experience in child care settings.

Healthy Futures Project

The Early Education and Child Care Initiatives have been working on a project called *Healthy Futures: Improving Health Outcomes for Young Children*. The overall goal of the project is to support the development and mobilization of a network of health professionals that can implement health education programs for caregivers, children, and parents involved in child care programs.

The first phase of the project was the development of a curriculum on medication administration in child care. The development of the medication administration curriculum involved extracting the best information from existing presentations in use throughout the country, consolidating this information and developing a national program that can be customized by state. Primary distribution will be done through the AAP Chapter Child Care Contacts (CCCCs). The curriculum was presented at the CCCC meeting at the 2009 NCE. In December, a request for proposals (RFP) was released to the CCCCs. The RFP was a mechanism to disseminate the curriculum to the widest possible audience and to use this training to develop or strengthen partnerships between pediatricians and early childhood educators. Seven awards were given.

The second phase of the *Healthy Futures: Improving Health Outcomes for Young Children* is the development of a curriculum on infectious disease in child care. The curriculum is in the beginning stages of development with an anticipated release date of October 2010.

State Early Education and Child Care Supports

- Early Childhood Advisory Councils
- Early Childhood Comprehensive Systems
- Child Care Development Fund, State Administrators

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Early Childhood Advisory Councils (ECAC)

- The Improving Head Start School Readiness Act of 2007 requires each state to create or designate a “state advisory council” to build a statewide system of early education and care for children.
- The **purpose** of the council is to improve the quality, availability and coordination of services for children from birth to school age.

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Function/Goal:

- Lead the development of a high quality, comprehensive system of early education and care that ensures statewide coordination and collaboration
- Some focus primarily on early care, and some address larger family service systems
- Additional responsibilities may include the following:
 - Provide advice to agency administrators to coordinate interagency service delivery
 - Increase and sustain quality early childhood services for children and families
 - Build a comprehensive early childhood system that connects children, families, and resources to quality services in education, health, mental health, and family support
 - Implement, maintain, and evaluate the effectiveness of the State’s early and school-age care programs
 - Maximize funding opportunities
 - Ensure that every child has the opportunity for high-quality, universal early care
 - Use research to influence/inform decision making
 - Report to State legislatures and governors

As a CCCC, you can get involved by talking with your Chapter about the possibility of becoming the pediatric expert on your state Early Childhood Advisory Council.

CCCC Orientation

ECAC, cont.

- **ECAC membership** must follow the requirements of the legislation, which includes cross sector representation.
- As a **CCCC**, you can get involved by strategizing with your Chapter about ways to reach out to the ECAC in your state.

For more information, go to <http://www.nga.org/Files/pdf/0905ECACFAQ.PDF>

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According to the legislation, the minimum required council membership includes, to the best extent possible, a representative from the following:

- State agency responsible for child care
- State educational agency
- Institutions of higher education in the state
- Local providers of early childhood education and developmental services
- Head Start agencies, including migrant, seasonal, and Indian Head Start programs
- State Director of Head Start Collaboration
- State agency responsible for programs under Part C of the Individuals with Disabilities Education Act (IDEA)
- State agency responsible for health and mental health care
- Any other agencies determined to be relevant by the governor

CCCC Orientation

Early Childhood Comprehensive Systems (ECCS)

- Component areas:
 - Access to Health Care & Medical Homes
 - Social-Emotional Development & Mental Health
 - Early Care & Education
 - Parenting Education
 - Family Support

For more information on ECCS, visit:

www.state-eccs.org/
www.healthychildcare.org/eccs.html

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The Maternal and Child Health Bureau (MCHB) developed its Strategic Plan for Early Childhood Health in 2002. The strategic plan was built on scientific evidence regarding the relationship between early experience, brain development, and long-term developmental outcomes and initiatives to ensure that children enter school healthy and ready to learn. The MCHB Strategic Plan for Early Childhood Health called upon State MCH agencies to work together with teams of public and private partners to foster the development of cross service systems that serve all the needs of children and families.

The MCHB launched the State Maternal and Child Health Early Childhood Comprehensive Systems Initiative (ECCS) to implement the MCHB Strategic Plan for Early Childhood Health. The purpose of ECCS is to support States and communities in their efforts to build and integrate early childhood service systems that address the critical components of access to comprehensive health services and medical homes; social-emotional development and mental health of young children; early care and education; parenting education and family support. The first ECCS grants were issued in 2003. Since that time 49 States, the District of Columbia, Guam, the Republic of Palau and the Commonwealths of Puerto Rico and the Mariana Islands have participated in ECCS. Almost all of these grantees have now developed a plan for building a comprehensive system for young children.

ECCS efforts involve a broad range of public and private agencies and organizations, parents and communities who share the goal of promoting the health and well-being of children from ages 0 to 5. ECCS has served as a vehicle for bringing together a tremendous number of people who are working hard to address all the areas of a child's life that are critical to their health and well-being. The goal is to develop systems that more effectively meet the needs of children and families.

Component Areas

State Early Childhood Comprehensive Systems (ECCS) Initiatives are designed to build systems that link different types of programs and services. The systems are required to address five key components:

Access to Health Care and Medical Homes

States are working to increase access to comprehensive health care by improving outreach across early childhood programs and integrating health promotion into all segments of the early childhood system. One of the key goals is to increase access to medical homes for all children. Medical homes provide medical care that is accessible, family centered, continuous, comprehensive, coordinated, compassionate, and delivered in a culturally competent environment.

Social-Emotional Development and Mental Health

Early childhood mental health refers to the social and emotional health factors that influence young children's development. Collaborative efforts are essential if parents and organizations that serve children and families are to develop environments that foster positive social-emotional development and that are well suited to identify social, emotional, and behavioral risks and intervene to prevent more serious mental health problems.

Early Care and Education

ECCS promotes the development of early care and education services for children from birth through five years of age that support children's early learning, health, and development of social competence. The initiative recognizes that many children receive these services through informal care arrangements and encourages initiatives that reach out to parents, informal caregivers, and family child care providers.

Parenting Education

Parenting education is intended to strengthen parents' and other caregivers' knowledge about how their actions affect child

CCCCs and ECCS

CCCCs may be able to assist [ECCS Coordinators](#) by:

- Serving on an advisory board or planning committee
- Educating early childhood programs on the concept of medical home
- Participating in early childhood professional organizations and conferences
- Providing consultations or technical assistance on social and emotional mental health
- Working with child care and child health advocacy organizations
- Educating parents about the benefits of quality child care

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State and Territory Child Care Administrators

- The Child Care and Development Fund (CCDF) provides help to low-income parents in obtaining child care subsidies that enable them to work, attend training, or enroll in education programs.
- State Administrators are crucial in building systems that support the delivery of early childhood and out-of-school programming using CCDF funds.

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V. CCCCs and State Administrators

CCCCs may be able to assist [State Administrators](#) by:

- Serving on an advisory board or planning committee
- Conducting workshops on child development, health, and safety
- Participating in early childhood professional organizations and conferences
- Providing consultations or technical assistance on building and physical premises safety
- Working with child care and child health advocacy organizations
- Assisting providers in the control of infectious disease

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Child Care Health Consultation

A **child care health consultant (CCHC)** is a health professional who has an interest in and experience with children, has knowledge of resources and regulations, and is comfortable linking health resources with facilities that provide education and social services.

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CCCCs can work with CCHCs by answering questions, providing technical assistance, and serving as a resource. CCHCs may request that a CCCC provide training for early education and child care providers.

Impact of CCHC*

- Policy: positive impact on standard-based health & safety policies
- Practice: effective in promoting specific health practices in ECE programs
- Regular source of care: contributes to increased # of children with up-to-date immunizations and regular source of medical care
- Specialty consultation: contributes in specialty areas including mental health, nutrition and physical activity, and oral health

From *The Influence of Child Care Health Consultants in Promoting Children's Health and Well-Being: A Report on Selected Resources*

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VI. Current Status of State CCHC Initiatives*

N = 54 states and territories

- 27 have established, ongoing initiatives
- 10 are re-building former initiatives or beginning new ones
- 12 are no longer active or reduced in capacity
- 5 had no state-level initiative

* From *Child Care Health Consultation Initiatives: A Status Report (2006)*

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VI. State approaches vary for...

- Requiring use of CCHCs or other medical consultants
- Training and qualifying CCHCs
- Connecting CCHCs to ECE programs
- Tracking and evaluating CCHC services
- Funding the CCHC initiative

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Chapter Child Care Contacts

- A network of volunteer pediatricians
- Serve as liaisons between their state Chapter and the AAP
- Child care professionals & CCCCs can work to increase collaboration on child care activities
- Health care professionals & CCCCs can educate one another, improve practices, advocate, etc

www.healthychildcare.org/cccc.html

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The AAP has appointed Chapter Child Care Contacts (CCCCs) in each of its State Chapters to provide a network of pediatricians who can mobilize efforts to improve the health and safety of children in child care and engage parents in discussions about quality care and their options. Each volunteer is a member of the SOEECC and is appointed by the AAP Chapter to serve as a liaison between that chapter regarding early education/child care topics and initiatives. Health professionals can work with their CCCC(s) to educate one another, create discussions on AAP recommended guidelines, improve health and safety practices, and advocate for quality child care. Early education and child care professionals can also work with their CCCC(s) to increase collaboration on child care activities.

CCCC Job Description

At a minimum, each CCCC should:

- Keep current on the AAP early education and child care initiatives by reviewing electronic newsletters and the Web site on a quarterly basis.
- Promote information sharing by making a presentation at a chapter meeting, providing a written report at the end of each year for inclusion in their chapter's annual report, and keeping AAP staff apprised about relevant chapter initiatives.
- Initiate at least one chapter activity to emphasize that health is the foundation of quality child care, and that increasing health professional involvement in child care programs helps to maximize opportunities for health promotion in early childhood.

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CCCC Sample Activities

Activities:

- Share a key resource with a health professional or child care colleague
- Make a presentation at a chapter meeting or write an article for their chapter newsletter
- Connect with key state leaders:
 - ECCS Coordinators
 - State Administrators
 - Child Care Resource and Referral state network office staff
 - State association for the education of young children (AEYC) office
- Compare the state's child care licensing regulations with AAP recommended guidelines, and determine how they can work to enhance or improve existing regulations

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CCCC Reports

- Provide a written report each year for inclusion in your Chapters Annual Report
- Learn from your colleagues and get new ideas on how to be involved in your community.

A thumbnail image of a form titled "AMERICAN ACADEMY OF PEDIATRICS Chapter Child Care Committee Annual Report". The form includes sections for "REPORTER'S INFO" (Name, Title, Address, City, State, ZIP, Phone, Fax, E-mail, CCCC Number) and "ACTIVITIES".

If you would like to report on your state's activities, email childcare@aap.org.

www.healthychildcare.org/CCCCReports.html

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Each year in November, your Chapter President and Executive Director begin work on the Chapter Annual Report and Chapter Profile. This form was developed as a tool for you to report your efforts to your Chapter as well as to us at the national office.

CCCC and Mentors

- Assigned a mentor based on geographic location, but specific mentoring requests will be considered
- Mentors can provide a sounding board for your ideas and suggest ways to improve the likelihood of success
- Mentors may check in with you periodically, and you should feel welcome to check with your mentor
- Consider copying your mentor and AAP staff on emails that are related to your role as CCCC so offers to help can be tailored and relevant to you



CCCCs and the Chapter

- Present at a Chapter meeting
- Write a column in the Chapter newsletter
- Be sure to complete your annual reports
- Bring resources/posters from Child Care Resource and Referrals (CCR&R) to Chapter meetings for pediatricians to keep in their offices
- Arrange for a community partner CCR&R, Head Start Directors, etc to co-present or attend a Chapter meeting
- Offer concrete opportunities to pediatricians at meetings (i.e. speak at a center, serve on an advisory board)

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Resources on the HCCA Web Site

www.healthychildcare.org/

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a program of the American Academy of Pediatrics

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State Administrators
ECCS Coordinators

Early Education and Child Care Initiatives

SIDS & Safe Sleep
CDC
H1N1

What's New!

- > New Web page provides tips for engaging in a health consultation relationship!
- > 2009 HCCA Survey Results
 HCCA List of Activities
- > Swine Flu (H1N1) Information
 ***Guidance from the CDC

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CCCC Web Page

The screenshot shows the 'Chapter Child Care Contacts' page on the Healthy Child Care America website. The page features a navigation menu on the left with links such as 'About Us', 'Health Care Professionals', 'Chapter Child Care Contacts', 'Early Education & Child Care Professionals', 'Families', 'AAP Policies & Standards', 'Special Projects', 'Resource Library', 'Contact Us', 'State Administrators', and 'ECCS Coordinators'. The main content area includes a breadcrumb trail 'Home: Chapter Child Care Contacts', a search bar, and a header 'Chapter Child Care Contacts'. The text explains that the AAP has appointed Chapter Child Care Contacts (CCCCs) in each of its State Chapters to provide a network of pediatric child care experts. It also includes a photo of a young child holding a red stuffed animal and a link to 'Locate Your Chapter Child Care Contact'. At the bottom of the page, there is a link for 'Job Description'.

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The Pediatrician's Role

The screenshot shows a webpage with a green header and a white main content area. On the left is a navigation menu with a search box and links for 'About Us', 'Health Care Professionals', 'Chapter Child Care Contacts', 'Early Education & Child Care Professionals', 'Families', 'AAP Policies & Standards', 'Special Projects', 'Resource Library', 'Contact Us', 'State Administrators', and 'ECCS Coordinators'. The main content area has a breadcrumb trail: 'Home > Health Professionals > The Pediatrician's Role'. Below this is a green header for 'The Pediatrician's Role'. The text explains that pediatricians can make a difference by counseling families on child care and improving health and safety standards. It references the AAP manual 'The Pediatrician's Role in Promoting Health and Safety in Child Care'. A list of actions includes: 'Provide Guidance To Families', 'Become A Health Consultant to a Child Care Program', and 'Advocate for Quality Child Care'. A sub-section 'Provide Assistance to a Local Child Care Program' lists 'Serve on an advisory board' and 'Conduct workshops on child development, health, and safety'. A photo of a baby is on the right.

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Resources for CCCCs

The screenshot shows the website for Healthy Child Care America, a program of the American Academy of Pediatrics. The page is titled "Key Resources for Chapter Child Care Contacts".

Navigation Menu:

- Search
- About Us
- Health Care Professionals
- Chapter Child Care Contacts
- Early Education & Child Care Professionals
- Families
- AAP Policies & Standards
- Special Projects
- Resource Library
- Contact Us
- State Administrators
- ECCS Coordinators

Key Resources for Chapter Child Care Contacts

Template Articles for Use in Chapter Newsletters

1. [Helping Parents Choose Child Care](#)
2. [Quality Child Care](#)

AAP Policy and Standards

AAP Publications
Visit this page to find valuable AAP publications that will help you learn how to get involved in child care as well as publications to recommend to early education and child care professionals.

Help Families Find Child Care
Finding the right early education and child care program is one of the most important and challenging decisions that parents make in caring for their young child. The prenatal visit is the best time to begin discussing child care for the baby. Pediatricians can help parents find child care programs where the child's safety and health are appropriately supported.

National Resource Center for Health and Safety in Child Care and Early Education (NRC)
Use the National Resource Center for Health and Safety in Child Care and Early Education Web site to compare the AAP national recommendations/guidelines (which can be found in *Caring for Our Children: National Health and Safety Performance Standards, Guidelines for Out-of-Home Child Care Programs*) against your [state child care regulations](#) to identify areas for improvement.

National Training Institute for Child Care Health Consultants
The National Training Institute for Child Care Health Consultants supports the health and safety of young children in child care settings through the development of a national child care health consultant training program.

For a list of other organizations, visit our [Partner Organizations](#) Web page

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Resource Library

Search through a wealth of resources on early education and child care by:

- Topic
- Type
- AAP resources
- Materials for families

Home Resource Library

Resource Library

Welcome to the Resource Library! Here you can find many resources related to early education and child care.

Simply select the criteria for the resource you would like. Select a few criteria for a broad result, or select many for a narrow result. Click SUBMIT to receive your results.

External Resources are not a part of the HEALTHYCHILDCARE.ORG Web site. AAP is not responsible for the content of sites that are external to the AAP. Linking to a Web site does not constitute an endorsement by AAP, of the sponsors of the site, or the information presented on the site.

TOPIC	TYPE
<input type="checkbox"/> Child Care Health Consultation	<input type="checkbox"/> Article
<input type="checkbox"/> Caregiver Health	<input type="checkbox"/> Form / Letter
<input type="checkbox"/> Children with Special Needs	<input type="checkbox"/> Handout
<input type="checkbox"/> Development	<input type="checkbox"/> Media (DVD, etc)
<input type="checkbox"/> Disaster Preparedness	<input type="checkbox"/> Newsletter
<input type="checkbox"/> Funding	<input type="checkbox"/> PowerPoint
<input type="checkbox"/> Infectious Diseases	<input type="checkbox"/> Policy Statement
<input type="checkbox"/> Injury Prevention	<input type="checkbox"/> Publication
<input type="checkbox"/> Medication Administration	<input type="checkbox"/> Report
<input type="checkbox"/> Medical Home	<input type="checkbox"/> Tool / Toolkit
<input type="checkbox"/> Nutrition	<input type="checkbox"/> Training
<input type="checkbox"/> Oral Health	<input type="checkbox"/> Web site
<input type="checkbox"/> Physical Activity	
<input type="checkbox"/> Quality Child Care	
<input type="checkbox"/> Social & Emotional Health	
<input type="checkbox"/> SIDS / Safe Sleep	
<input type="checkbox"/> Standards & Regulations	

AAP Materials Only

Materials for Families Only

Submit

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Here you can find many resources related to early education and child care.

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CCCC Orientation

Resource Library: Search Results

Below are your search results.

- Indicates AAP Resource.
 - Indicates that the resource is directed towards families.
 - Requires password.

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RESOURCE	AAP	FAMILY	TOPIC	TYPE
An Afternoon With the American Academy of Pediatrics 2009			- Infectious Diseases - Nutrition - Physical Activity - SIDS/Safe Sleep	- Handout - Powerpoint
Child Care Provider Fact Sheets (HCCA PA)			- Health Consultation - Special Needs - Infectious Diseases - Social/Emotional	- Handout
Fact Sheets on Various Illnesses and Conditions (HCCA Pa)			- Special Needs - Infectious Diseases - Social/Emotional	- Handout
Facts for Parents about Vaccine Safety (English)			- Infectious Diseases	- Handout
Facts for Parents about Vaccine Safety (Spanish)			- Infectious Diseases	- Handout
Frequently Asked Questions About Vaccines			- Infectious Diseases	- Handout - Web Site
Hand Hygiene in Child Care (HCCA PA)			- Infectious Diseases	- Handout
Letter From AAP President Regarding Immunizations			- Infectious Diseases	- Handout
Overview of Vaccine Safety			- Infectious Diseases	- Handout
Preventing Spread of Infectious Diseases in Child Care (HCCA PA)			- Infectious Diseases	- Handout
Preventing the Flu in 2008-2009			- Infectious Diseases	- Handout
Adult Immunization Schedule (CDC)			- Caregiver - Infectious Diseases	- Handout - Web Site

Here's an example of a search.

Topic: infectious diseases

Type: Handout

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ICONS:

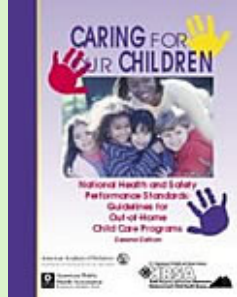
Checkmark = Indicates AAP Resource

People = Indicated that the resource is directed towards families

Lock = Indicates that a password/membership is required to view that resource

Publications

Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs, 2nd Ed



- Your primary reference for health and safety in child care!
- 707 standards and recommendations
- Developed by AAP/APHA health and safety experts
- Includes rationale for why standards are important; based on evidence when possible
- Full text is available at:
<http://nrckids.org/CFOC/index.html>
- Print copies from:
AAP, APHA, NAEYC
<http://tinyurl.aap.org/pub38873>
- 3rd edition due out in 2011

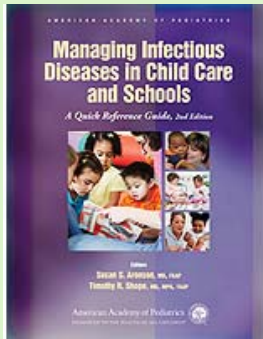
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Publications

Managing Infectious Diseases in Child Care and Schools:
A Quick Reference Guide, 2nd Ed



Includes more than **50** quick reference fact sheets on common diseases and symptoms featuring:

- Easy-to-understand explanations
- Strategies for limiting spread of infection
- Exclusion and readmission criteria
- Guidance on which situations require immediate medical attention

<http://tinyurl.aap.org/pub52359>

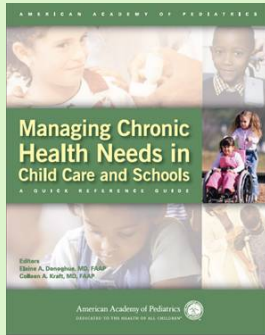
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Publications

Managing Chronic Health Needs in Child Care and Schools: Quick Reference Guide



Includes more than **35** quick-access fact sheets that describes specific conditions, like:

- Allergies
- Asthma
- Autism
- Diabetes
- Heart conditions & Defects
- Seizures

Also includes:

- Care plans
- Emergency planning recommendations
- Ready-to-use sample letters & forms
- Medication administration issues

<http://tinyurl.aap.org/pub92742>

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Publications



Pediatric First Aid
for Caregivers and Teachers
American Academy of Pediatrics



Other key resources can be found at

www.healthychildcare.org/ResourcesHP.html

www.healthychildcare.org

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Publications

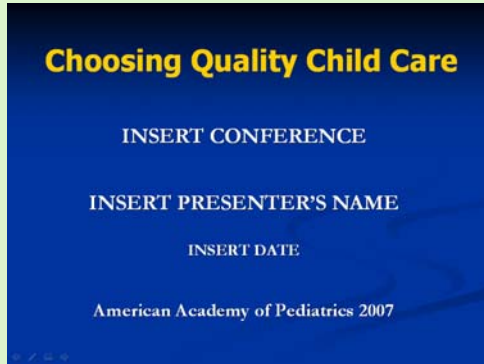
Policy Statement:

- Quality Early Education and Child Care from Birth to Kindergarten
 - <http://aappolicy.aappublications.org/cgi/content/full/pediatrics;115/1/187>



Additional Resources

Quality Child Care 101 PowerPoint Presentation



Use this PowerPoint as a template when presenting on child care health and safety topics!

Customize this presentation to present to colleagues or to educate caregivers/parents.

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Additional Resources

- Other health and safety PowerPoint presentations include:
 - The Medical Home
 - Child Care Health Consultation
 - AAP & HCCA
 - Reducing the Risk of SIDS
 - Medication Administration in Child Care
- Can be customized to meet participants' needs
- Additional information is provided for the speaker in the "Notes" area of each presentation
- <http://www.healthychildcare.org/Presentations.html>

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CCCC Orientation

Reducing the Risk of SIDS IN CHILD CARE

- Based on the popular AAP *Reducing the Risk of SIDS in Child Care Speaker's Kit*
- **FREE**
- Printable certificate of completion
- Designed for various audiences:
 - Child care providers
 - Health care professionals
 - Parents and other relatives
 - Babysitters



www.healthychildcare.org/sids.html

www.healthychildcare.org

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Based off the AAP *Reducing the Risk of SIDS in Child Care Speaker's Kit*, a Pedialink course has been developed to educate everyone who cares for infants including child care providers, health care professionals, parents, grandparents, relatives, and babysitters. Participants of the free 1 hour course will learn how to create a safe sleep environment to reduce the risk of SIDS and other sleep related deaths. This course was funded by the Child Care Bureau (CCB), Office of Family Assistance (OFA), Administration for Children and Families (ACF), and the Maternal and Child Health Bureau, HRSA, US Department of Health & Human Services.

For the course flyer, which includes the instructions on how to access the course, visit <http://www.healthychildcare.org/pdf/SIDSmoduleflyer.pdf>. Feel free to print and disseminate. Note: to participate for free, users must use the promo code:
SIDSCCP



Contact Us

Mail

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